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ATTITUDES OF ADULT ILLITERATES TOWARD READING MATERIALS AND EDUCATIONAL PROGRAMS.

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ADULT ILLITERATES OF WESTERN NEW YORK WERE STUDIED TO DETERMINE THEIR ATTITUDES TOWARD READING MATERIALS AND EDUCATIONAL PROGRAMS. THE EXPERIENCE INVENTORY WAS USED TO INVESTIGATE EACH SUBJECT'S IDENTIFICATION AND BACKGROUND, THE EXTENT OF HIS FUNCTIONAL AND GENERAL KNOWLEDGE, AND HIS READING-ASSOCIATED INTERESTS. EIGHTEEN HIGH ACHIEVERS AND 22 LOW ACHIEVERS WERE IDENTIFIED FROM AMONG 207 ADULTS ATTENDING ADULT BASIC EDUCATION CLASSES IN BUFFALO AND NIAGARA FALLS, NEW YORK. RESULTS REVEALED THAT HIGH ACHIEVERS WERE LESS FREQUENTLY ON WELFARE, MORE FREQUENTLY WOMEN, AND CAME FROM LESS DEPRIVED BACKGROUNDS. IN INDICATING REASONS FOR LACK OF ACHIEVEMENT, ACHIEVERS MENTIONED PERSONAL OR PARENTAL DISINTEREST, ILLNESS, FOREIGN BIRTH, AND POVERTY. NONACHIEVERS POINTED TO INABILITY TO PROFIT FROM INSTRUCTION AND LACK OF SCHOOLS. NEITHER GROUP MENTIONED POOR TEACHING. THERE WAS A VERY SLIGHT DIFFERENCE BETWEEN THE TWO GROUPS' ATTITUDE TOWARD TELEVISION AND RADIO PROGRAMS. THE READING-ASSOCIATED INTERESTS MOST FREQUENTLY CHOSEN IN TERMS OF TITLES PRESENTED WERE FAMILY, SELF-IMPROVEMENT, JOBS, AND HEALTH. HIGH ACHIEVERS PREFERRED SCIENCE AND MATHEMATICS. IT WAS ALSO FOUND THAT ADULT CORE CITY ILLITERATES OFTEN POSSESSED A HIGH DEGREE OF POSITIVE ATTITUDES WHICH HELPED THEM PROFIT FROM ADULT EDUCATION INSTRUCTION. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (TAMPA, NOVEMBER 30 - DECEMBER 2, 1967). (NS)

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Attitudes of Adult Illiterates Toward Reading Materials and Educational Programs

Don Brown and Annabel Newman

There are various estimates as to the number of adults in this country who do not read well enough to be able to cope with the society in which they live; a society which uses printed words to direct its members where to find an "exit", what to do "in case of fire", how and where to catch a bus, or how to apply for social security benefits. Two years ago, at the first report of the research that has been going on at the State University of New York at Buffalo, it was noted that the number of functionally illiterate adults was estimated to be around 23,000 000 without the minimal reading skills necessary to function in our American society. It seems unlikely that the number has been greatly decreased since that time. According to Dr. Ralph Thomas, Director of the Division of Adult Education for the city of Buffalo, diligent efforts have produced an enrollment of only 450 adults out of an estimated 72,000 functionally illiterate people in that city.

The current study of adult illiterates in the city core areas of Western New York State, sponsored by the United States Office of Education (project 6-1136) and conducted under the Research Foundation of the State University of New York, has three main objectives:

1) To investigate the common characteristics, attitudes, knowledges, and abilities of adult city core illiterates pertinent to the improvement of reading materials and reading programs,

2) To identify a cluster of variables predictive of success in learning to read,

3) And to assess the effectiveness of a reading program using materials and techniques based on the interests, characteristics, knowledges, attitudes, and abilities of adult city core illiterates, and using the initial teaching alphabet as the alphabetic medium.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The primary concern of this paper is the findings of the first portion of the study which relate to the attitudes of the adult city core illiterate toward educational programs and materials. Hieronymous, a noted authority in the field of measurement, once remarked that when we can find some way of measuring attitudes we will have arrived at a basic understanding of how to effect gains in reading achievement.

Quantification of attitudes, however, is a tremendously difficult task. This is probably one of the reasons why so little has been done to assess the attitudes of students in adult basic education classes. Some relatively recent attempts have been made to evaluate such attitudes, however.

One such attempt was made by the Greenleigh study.[2] Although the report did not specifically list attitudes of the adult participants before the program, and although the writers of the report readily admitted that they had been unable to quantify attitudinal changes, they still reported observed changes from an apathetic and fearful attitude to one reflecting more confidence. They marked positive changes in such areas as self-esteem and self-confidence, attitude toward learning, and levels of aspiration. Interestingly enough, they note the failure of a check sheet attempt to quantifiably determine changes in attitude, noting their belief that the failure was possibly due to student fear of getting in trouble later with the welfare department!

In the report of the Missouri Adult Vocational Literacy Materials Development Project,[3] which has just been released, the writers note that adults doubt their ability to learn, and further note their "... sensitivity to failure in learning situations," requiring greater than usual need to insure success. They also remarked on the tendency of the adult illiterate to "give up early on a learning task."

In a report published in 1965 by the Department of Labor,[4] Secretary Wirtz stated that in his experience the attitudes of adult illiterates ranged from realism toward self and society to genuine, untreated psychopathy. The 207 subjects in the research project in Buffalo and Niagara Falls, New York certainly reflected a similar range of attitudes!

There are dangers involved in the identification of "group attitudes", however. Chilman[1] points out that there is often a tendency to lose sight of these people as individuals. It is a grave mistake to believe that if most people have a certain attitude, all people have that attitude. Chilman makes the point that transferring measures of groups to measures of individuals is a hazardous business.

It is also possible to fixate on the negative aspects of an illiterate adult, and forget there are strengths toward which one may build. Some of the subjects in the research study illustrate the individuality and the strengths of specific cases.

Imagine yourself for a moment, in the position of one subject. After two years of successful employment in a nursing home, her inability to read was discovered, and she was discharged. She eventually relocated herself as a cook in a private home. Again, however, after two years of employment, her employer found she could not read a note left for her and promptly, though "regretfully" discharged her. A third time she looked for and found employment. This time she successfully carried out a manual task in a laundry for two more years. As before, one day the manager found that she couldn't read, and she lost her job. Robert Luke, Director of the Division of Adult Education of the N. E. A. comments that the illiterate is the "... last to be hired, and the first to be fired."

It took courage for this lady to enroll in a night school class for adult illiterates. She, an attractive woman in her late forties, had to go alone into an unfamiliar situation, into a class where she didn't know anyone, and perhaps worst of all, she didn't know enough to be able to read or write. But she did it. We must chart her dominant attitude as one of courageous determination.

Or take the case of a gentleman we shall call Mr. Samuels. One of eleven children, his parents realized that their poverty made it impossible for them to be able to educate all their children in a conventional fashion. Therefore his mother and father decided to educate the eldest son, hoping that he in turn would be able to teach the younger children, of which Mr. Samuels was one. The whole family economized to provide enough for the one boy to go to school. After he had completed the first three years, however, he told his parents that he still didn't know enough to be able to teach his younger brothers and sisters. So they continued to sacrifice for him until he finally got into high school even though Mr. Samuels' mother died when he was fourteen. The family still held to its goal of educating the eldest so that he might share his education.

The brother was highly successful. So successful that he finished high school and went on to college. By now there was no question of going back to teach brothers and sisters. He married and continued his schooling, eventually receiving his Ph.D. from a major university. Total output of this family: one Ph.D. and ten other children who had difficulty reading their own names.

Mr. Samuels, a distinguished appearing middle-aged gentleman who could pass for anyone's family doctor, is one of the ten "other children." However, his determination and humility have brought him to adult basic education classes

on three occasions. Because he is such a fine-looking man who had mastered the art of fine speech, he was placed too high in reading classes to be successful the first two times. He determined to try a third time, and this time insisted on beginning level placement. He has since progressed to the second level class and has relaxed sufficiently to begin really enjoying his classwork, and has even permitted the taping of his reading by our researchers. We would chart his attitude as business-like and determined.

It is often as hard for a researcher not to have favorites as it is for a classroom teacher. This is especially true when the subject is shrewd, outgoing, wise, practical, and good-humored, as was one of our subjects. We will call him Mr. Lyons. He is a big man. He has lived in Western New York for 15 years. He was born and reared in a rural Southern community where his father worked in a saw mill and farmed. Mr. Lyons now reads at a middle second grade level.

He is sufficiently well-versed in the Bible to instruct one of the research assistants who was administering an experience inventory to him on many things the research assistant had never bothered to learn before. He responded with enthusiasm to the items on the inventory which had religious connotations.

Mr. Lyons has been one of our most helpful critics. His outspoken frankness in mentioning our inevitable mistakes in the production of materials has been a delight, and has produced a certain toughening of the skin on the part of those primarily responsible for the reproduction of materials. It was through him, for example, that we came to realize that the size of the type we were using for the production of lessons in the initial teaching alphabet was too small for some of the students to read easily. He also pointed out that it was harder to read print dittoed on colored paper than on white paper.

He sings lustily and laughs freely, but also seems to have learned the value of circumspection regarding personal affairs. When Mr. Lyons asks in the hall, "But why didn't you come in to see us tonight?" it is hard to resist a visit the next time around! His attitudes are reflective of many positive values: concern, warmth, enthusiasm, social awareness, and many more.

This past summer we were able to observe students during an eight week pilot program. The attitudes and behaviors of two men were particularly notable. If citations were given for outstanding attitudes, these gentlemen would certainly qualify. One gentleman had had no previous school experience. Let us call him Mr. Beach. His fellow student, who had had a short time in the first grade as a boy and four months of adult evening school, we shall call Mr. Tracy.

Mr. Beach's progress was unbelievably slow. He did not know a single letter of the alphabet. He had never even written any letters of the alphabet other than those which appeared in his name. But he brought unbelievable patience and persistence to his work. Mr. Beach did not miss one class during the eight week period of the pilot program, even though it took him 40 minutes to get to class and 40 minutes to get home, and it involved a transfer of buses both ways. He was late once--when his bus was delayed in traffic due to the riot which occurred in Buffalo in the early summer. Otherwise, his record was perfect. His persistence in the face of agonizingly slow progress was remarkable.

Undoubtedly some of Mr. Beach's attitude was reinforced by the attitude of one of his classmates, Mr. Tracy. In contrast, however, to Mr. Beach's slow progress, Mr. Tracy learned quickly and moved eagerly from one beginning reader to another. When tapes were made Mr. Tracy usually read two or three levels above Mr. Beach. If they read from the same material, Mr. Tracy would

read and Mr. Beach would "echo". Never once in eight weeks did Mr. Tracy reprimand or mock Mr. Beach. Instead, his graciousness and thoughtfulness of Mr. Beach's feelings was most apparent. He praised Mr. Beach with sincerity as Mr. Beach made progress, however limited. It was interesting to see respect develop between the two men who, although of different status, each manifested genuine concern for the other. Such attitudes are easily lost in group statistics.

A 21 year old girl whom we shall call Shirley scored far below norms on both of the individually administered tests of intellectual capacity. Although she indicated on the experience inventory that she had completed eighth grade, it was hard to believe that it was more than token completion since her reading ability was recorded at a middle first grade level. Shirley had lived in Western New York four years. Her responses were shy and expressionless. It was hard to judge whether her attitude was one of hostility or insecurity, but in the months since her enrollment her observed attitudinal change has greatly improved. So notable has her improvement been that on a recent visit by one of the researchers to her class she actually smiled when asked if she would be willing to read before a tape recorder so that a record of her reading could be made. Her classroom attitude has become more secure, and it is obvious from the tape recording that Shirley has actually begun to learn to read. Gain scores alone, however, could never reflect the change that has taken place in this youngest of the participants in the current study.

Description of the Instrument

The Experience Inventory used for the present study included the following sections:

(1) Subject Identification and Background, including occupation of parents, reading level of family or others with whom the subject lived as a child, and the subjects' judgment of what caused his reading difficulty. This section also identifies why the subject reported he wanted to learn to read, his previous school attendance, and the reading abilities of the other people in his present immediate family.

(2) Possessions and Functional Knowledges, assessing not only the sorts of common possessions which the subjects had, but also whether he had obtained a general functional knowledge about such things as a car, a home, a television set, etcetera.

(3) General Knowledge, including map reading ability, directional orientation, temporal sense, and other items.

(4) Reading Associated Interests, in which each subject must make a forced choice between matched fabricated titles representative of the six following major categories:

1) Children, animals, and humor
2) Sociology, history, and civics
3) Family and self-improvement, jobs and health
4) Religion
5) Sports, adventure, and travel
6) Science and math

The subjects were asked to choose one title in each pair, each category being matched with each other category twice in the instrument.

This portion of the research study was based on a sample population of 207 subjects who were attending classes in adult basic education in the schools of Buffalo and Niagara Falls, New York. In order to be selected for the program,

subjects had to be reading at less than third grade level as measured by the reading section of the Stanford Achievement Test.

Certain of these items in the Experience Inventory were felt to be particularly helpful in assessing what the attitudes of adult illiterates were. For this report information is gathered on the items which ask: 1) Did you have all you needed to eat? (Nutrition was considered to be a possible index of severe deprivation affecting attitude). 2) What was the chief cause of your reading difficulty? 3) Why did you want to learn to read? 4) If you felt that a radio or TV program was bad, that is, that it might hurt or offend someone, whom would you call to complain to? and, of major importance, 5) Reading associated interests in which they were to select their own particular choice from a series of paired titles, each title representative of one of the six categories mentioned previously.

Analysis of the Data

From the pool of 207 subjects, a group of 18 high achievers and a group of 22 poor achievers were identified. The high achievers gained from .8 - 2.8 years while the poor achievers made no measurable gain in approximately 200 hours of instruction.

In analyzing the self report of both the achievers and non-achievers as to the chief cause of their reading difficulty, 38% of the non-achievers indicated that no school had been available in order for them to learn to read. None of the achievers indicated this response. It's interesting to note that neither achievers nor non-achievers listed poor teaching as a cause for their reading difficulty. The achievers generally listed more reasons for their lack of achievement, indicating personal disinterest, parental disinterest, illness, being foreign born, and the necessity to go to work. None of these were mentioned by the non-achievers. The non-achievers, on the other hand, indicated no school was available and that they had a lack of personal ability to profit from reading

instruction. Neither of these two were mentioned by the achieving group. These results are listed on Table 1.

On Table 2 is a comparison of the responses of the achievers and non-achievers as to sex, welfare status, judgment of whether or not the subject had enough to eat as a child, why the subject wanted to learn to read, and what the subject would do if TV or radio programs were offensive. Twenty-five percent more of the non-achievers than achievers were on welfare. Sex differences followed the usual pattern for reading difficulty. Twenty-two percent more males were non-achievers. Nineteen percent more of the achievers indicated they always had enough to eat when they were children. Although the figures are less marked for the other possible choices, it seems that the non-achieving group had less to eat as a whole than the achieving group, as children. This seems to indicate a more economically deprived background for the non-achieving group.

In terms of reaction to an offensive television or radio program there seened to be little difference between achievers and non-achievers. However, more of the achievers indicated they did not know what should be done when faced with the problem of trying to report an objectionable TV or radio program.

Table 3 presents the frequency of selection in the reading associated interests in which each subject had to make a forced choice between matched titles which were representative of the various major categories. When the responses of the 175 subjects were placed in rank order it was found that the category entitled sports, adventure and travel was chosen least frequently, as reflected by an analysis of the bottom quartile of titles. (Incidentally, we had anticipated that this particular category would be one which would be chosen quite frequently.)

Next least admired is the category headed children, animals and humor.

This seems to contradict the popular conception that our adult city core illiterate group are a "childlike good-natured and rurally attuned population". Certain science titles did not appeal to this population either. They seem to be titles which might be less intimately related to what we might call traditional science. One of the titles was "Life in the Ocean" another "The Dinosaur Book" and the third was "Fun With Numbers". The category sociology, history and civics was only found among the least wanted titles one time. The category of family and self-improvement, jobs, and health did not appear at all, and the category of religion did not appear at all.

In moving to the top quartile we find that the category of children, animals and humor did not appear even one time among the most liked titles. Category 5; sports, adventure and travel; appeared only once as did category 6, science and math. Leading the way among the most popular titles was the third category; family and self-improvement, jobs and health. Close behind was category 4, religion, followed by category 2, sociology, history and civics which had three titles in the top quartile. In tables four, five and six the percentage of subjects choosing each title is compared to the percentage of subjects choosing the alternate or matched title. This gives an indication of the general preference of one category in comparison to each of the other five categories. The sample for this section of the study was 175 subjects. The total does not always reach 100% because some subjects refused to make choices between the titles no matter how strenuously they were urged to do so. Each category was compared with each other category twice. The preferences for the first half of the measure are reported in Table 4, the second half are in Table 5, and totals for both halves appear in Table 6. The double comparison provided an opportunity to check the reliability of the category preference. A comparison between Tables 4 and 5 shows that there was generally high consistency between

the first and second half of the measure of Reading Associated Interests. Of the 15 comparisons, 12 were generally the same in Tables 4 and 5. The three which differed in preference were categories 2 with 6, categories 3 with 4, and categories 5 with 6. An analysis of the strongest preferences showed that family and self-improvement, category 3, was most heartily approved over category 6 which was science and math, at a combined level of 95% to 5%. Next was category 4, religion, over category 5, sports, adventure and travel, followed by category 3, family, self-improvement, to 5, sports and adventure. Next was the preference of religious titles to that of children, animals, and humor, and fifth was preference for sociological, historical and civic titles to children's titles.

Certainly related to attitude but actually involved in the prediction of success in learning to read was the division of the sample population into high achieving and non-achieving students comparing their preferences for story titles. If one were to arbitrarily select 20 percentage points or greater as having some pragmatic significance, the most immediately obvious point is that there is little difference between those who are achievers and those who are non-achievers in the titles that they prefer. Twenty-three out of the 30 possible choices were quite similar. In the remaining seven titles however, the achievers preferred:

Let's Go to Hawaii	23%	(More strongly)
A Trip in Space	20%	" "
The Story of the Stars	36%	" "
Experiments with Electricity	36%	" "
Our Greatest President	28%	" "
The Ladder to Heaven	22%	" "
How Science Saves Lives	31%	" "

The most consistent factor in the selection of the titles differentiating achievers and non-achievers is that the achievers more heavily preferred

science titles than did the non-achievers. For example A Trip in Space, The Story of the Stars, Experiments With Electricity, and How Science Saves Lives were all much more heavily favored by the achievers than the non-achievers. It also seems that the achievers tended to choose a somewhat more sophisticated title, that is, one which seems to imply a more intellectually complex or abstract concept than the non-achievers did in each case.

Summary

In summary, a review of research in the area tends to support the statement that adult illiterates are somewhat more dependent, less sure of themselves, and have a poorer self-concept than their better educated contemporaries. The case studies in this paper show that positive factors of determination, motivation, personal courage, humility, concern, social awareness, warmth and enthusiasm, are often present in high degree in those persons who come to adult education centers with the hope of learning to read. It would seem that these are strengths which need to be recognized and utilized in constructing better educational programs. However, these qualities need to be more effectively measured as they bear on the progress of the students in adult basic education programs.

In the measures of groups of illiterates, it was notable that the high achievers tended to be less frequently on welfare, more frequently women, than men, to have come from a less deprived background, to have more varied causes for their reading difficulty and in selection of titles although generally reflecting much the same attitude as their non-achieving classmates, they did tend to show some preference for science titles and for more sophisticated titles than the non-achievers did.

It must be remembered, however, that the sample was small for this portion of the study. The general population preference for categories of reading materials indicated that titles most frequently selected dealt with, 1) family and

self-improvement, jobs and health; 2) was religion, and 3) sociological historical and civic titles. Titles least frequently chosen were those dealing with sports, adventure and travel; children, animals and humor; and finally, science and math.

The high achieving group tended to prefer titles dealing with science and math. In the preparation of materials for good educational programs for adult illiterates it not only seems important to prepare materials in the area of family, self-improvement, jobs, health, perhaps religion, sociology, history and civics, but also to include titles for our most capable group who seem to prefer work in the area of science and math.

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Table 1

A COMPARISON OF THE SELF-REPORT OF ACHIEVERS AND NON-ACHIEVERS AS TO THE CHIEF CAUSE OF THEIR READING DIFFICULTY

	Achievers		Non-Achievers	
Judgment of What Caused Reading Difficulty	N	%	N	%
Personal Disinterest	2	13		
Parental Disinterest	1	6		
No School Available			6	38
Poor Teaching				
Illness	2	13		
Needed at Home	7	44	8	50
Misc. or Inappropriate	1	6	1	6
Foreign Born	1	6		
Ability			1	6
Financial; had to go to work	2	13		
Total	16	101	16	100

Table 2

COMPARISON OF RESPONSES OF ACHIEVERS AND NON-ACHIEVERS AS TO SEX, WELFARE STATUS, JUDGMENT OF WHETHER OR NOT SUBJECT HAD ENOUGH TO EAT AS A CHILD, WHY THE SUBJECT WANTS TO LEARN TO READ, AND WHAT SUBJECT WOULD DO IF TV OR RADIO PROGRAM WAS OFFENSIVE

		Achievers		Non-Achievers		Diff. in % Points
		N	%	N	%	
Welfare Status	Welfare	11	61	19	86	25
	Non-Welfare	7	39	3	14	25
	Total	18	100	22	100	
Sex	Male	9	47	16	69	22
	Female	10	53	7	31	22
	Total	19	100	23	100	
Did you always have enough to eat	Always (1)	12	80	11	61	19
	Usually (2)	3	20	5	28	8
	Seldom (3)	0	0	2	11	11
	Never (4)	0	0	0	0	
	Total	15	100	18	100	
Why do you want to learn to read?	Job security & advance	3	13	6	19	6
	Bible & religion	1	4	2	7	3
	Help children & others	2	9	1	3	6
	Misc.	3	13	3	10	3
	Genl. Self-education	7	30	8	26	4
	News & travel	4	17	6	19	2
	Learn spec. skills	3	13	5	16	3
	Total	23	100	31	100	
If you felt that a TV or radio program was bad....	1=Don't know	3	21	1	6	15
	2=Inappropriate	2	14	2	11	3
	3=No objection	2	14	4	22	8
	4=Contact someone outside the home	0	0	4	22	22
	5=Contact station; radio or TV	7	50	7	39	11
	Total	14	99	18	100	

Table 3

FREQUENCY OF CHOICE OF ANY ONE TITLE OVER ITS PAIRED ALTERNATE CHOICE EXPRESSED IN TERMS OF PERCENTAGE: TITLES CHOSEN LESS FREQUENTLY

Percentage of Choice	Title	Category
3	The Witch in the Forest	1
3	The Dinosaur Book	6
6	The Winning Team	5
6	Fun With Numbers	6
7	Dead Man's Treasure	5
7	Floating Down the Mississippi	5
9	Puff Gets Lost	1
9	Lost in a Cave	5
10	A Surprise for Dick and Jane	1
11	Bombs, Bullets, and Bread	2
12	My Funniest Moments	1
13	King of Horses	1
13	Life in the Ocean	6
14	Touchdown	5
16	Fishing Tales	5
19	These Are Your Rights	2
23	Jokes and Funny Stories	1
23	Heroes of the Old Testament	4
24	The Horse Who Couldn't Bark	1
25	Animals I Like	1
30	Soldiers for Peace	2
32	How the Weather is Changing	6
33	The Story of the Stars	6
34	March for Freedom	2
34	Hunting Stories	5
35	Up From the South	2
40	Tom and Jane Help Father	1
40	Learn to Fix TV Sets	3
41	How Science Saves Lives	6
45	The Duck That Could Not Fly	1

Table 3 - Contd.

FREQUENCY OF CHOICE OF ANY ONE TITLE OVER ITS PAIRED ALTERNATE CHOICE
EXPRESSED IN TERMS OF PERCENTAGE: TITLES CHOSEN MORE FREQUENTLY

Percentage of Choice	Title	Category
54	A trip in Space	6
59	When Adam Walked With God	4
59	Experiments With Electricity	6
60	Missionaries Paul and Silas	4
64	What Makes It Rain	6
66	The Story of the Cross	4
66	The Story of World War II	2
66	Ways to Improve Your Appearance	3
68	The Fight for Freedom	2
70	Jesus and the Woman at the Well	4
75	100 Ways to Make Money	3
76	Let's Go to Hawaii	5
76	Football Champs	5
77	How to Have a Happy Home	6
80	The Life of Jesus	4
84	Science and You	6
86	Our Next President	2
86	How to Have a House of Beauty	3
87	Our Trip to Canada	5
87	Thè Beloved Disciple	4
89	How to Raise Children	3
90	A Job I Liked	3
91	How to Eat Better	3
91	The Ladder to Heaven	4
91	Lincoln, Man of Peace	2
93	Our Greatest President	2
94	Better Health and Longer Life	3
94	Stories of the Bible	4
97	Being a Better Christian	4
97	Train Yourself for a Better Job	3

Table 4

PERCENTAGE OF SUBJECTS CHOOSING TITLES REPRESENTING EACH OF THE CATEGORIES* WHEN FORCED TO CHOOSE BETWEEN MATCHED PAIRS OF TITLES FROM DIFFERENT CATEGORIES ON THE FIRST HALF OF THE MEASURE OF READING ASSOCIATED INTERESTS
N - 175

Category Number	2	3	4	5	6
1	13/86	10/90	3/97	23/76	45/54
2		11/89	19/80	66/34	35/64
3			77/23	91/9	94/6
4				94/6	66/33
5					16/84

The categories to the left are represented by the figures to the left of the slash mark; the categories at the top of each column are listed to the right of the slash mark.

*Categories:
1 - children's stories, animal stories, and humor
2 - sociological, historical, and civic titles
3 - family and self improvement, jobs, health
4 - religion
5 - sports, adventure, and travel
6 - science and math

Table 5

PERCENTAGE OF SUBJECTS CHOOSING TITLES REPRESENTING EACH OF THE CATEGORIES* WHEN FORCED TO CHOOSE BETWEEN MATCHED PAIRS OF TITLES FROM DIFFERENT CATEGORIES ON THE SECOND HALF OF THE MEASURE OF READING ASSOCIATED INTERESTS
N - 175

Category Number	2	3	4	5	6
1	9/91	25/75	12/87	24/76	40/59
2		34/66	30/70	93/7	68/32
3			40/60	86/14	97/3
4				91/7	59/41
5					87/13

The categories to the left are represented by the figures to the left of the slash mark; the categories at the top of each column are listed to the right of the slash mark.

*Categories: 1 - children's stories, animal stories, and humor
2 - sociological, historical, and civic titles
3 - family and self improvement, jobs, health
4 - religion
5 - sports, adventure, and travel
6 - science and math

Table 6

PERCENTAGE OF SUBJECTS CHOOSING TITLES REPRESENTING EACH OF THE CATEGORIES* WHEN FORCED TO CHOOSE BETWEEN MATCHED PAIRS OF TITLES FROM DIFFERENT CATEGORIES ON COMBINED HALVES OF THE MEASURE OF READING ASSOCIATED INTERESTS
N - 350

Category Number	2	3	4	5	6
1	11/89	18/82	8/92	24/76	43/57
2		22/78	24/76	79/21	52/48
3			58/42	88/12	95/5
4				93/6	63/37
5					52/48

The categories to the left are represented by the figures to the left of the slash mark; the categories at the top of each column are listed to the right of the slash mark.

*Categories:
1 - children's stories, animal stories, and humor
2 - sociological, historical, and civic titles
3 - family and self improvement, jobs, health
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